Turn Over 100- Adapted to Fifth Grade

Standard:C.C.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

Practice Standard: 1. Make sense of problems and persevere in solving them.

6. Attend to precision

Mental Math Activity

What visual(s) will you use? Deck of cards- no aces, faces, or ten cards.

Activity designed around visual --Are you adapting an activity you experienced today? How?

Cards are laid out in an array face down. The students play memory-style. They turn over two cards. The first card would be the tens digit. The second card turned over will be the ones digit. The students must use mental math to find how many away from 100 their number is.

If their answer is correct they will keep their match. Student with the most matches at the end wins.

What questions you will ask as students are engaged in the activity to surface the mathematics?

1. What is the actual value of the first card drawn? – Since it is in the tens place it would be 10x the number on the card. For example if the student turns over a 2 first – the value would be 20 (2x10)
2. How do you know your answer is correct? Explain or justify your strategy.

Understanding DECIMAL Place Value – Visually

Standard: C.C.C2.1.5.B.1 – Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals

M05.A-T.1.1. – Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers

Practice Standard: 5. Use Appropriate tools strategically

What visual(s) will you use? BASE 10 BLOCKS, Blackline Masters or graph paper of tens, hundreds, thousands

Activity designed around visual --

BASE 10 BLOCKS FOR DECIMALS

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.1 .01

1. Teacher and students will review whole # place value using Base 10 blocks and how to represent the whole numbers.
2. Intro to tenths – Establish how to represent .1 by coloring in 1 block of a base 10 block. Allow students to explore with parts of a whole.
3. As students become comfortable with the decimal move to the blackline master- (more abstract) have them represent different tenths.
4. Move to hundredths as you feel your students are ready.

What questions you will ask as students are engaged in the activity to surface the mathematics?

Ask students why certain parts are shaded and/or not shaded. What do the shaded parts represent? How would the student write the particular number?